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**No. 1**

# *South Carolina State College*

**Orangeburg, South Carolina  
Bulletin**



**ANNUAL REPORT NUMBER**

**For Period May, 1975 to May, 1976**

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**For Period May, 1975 to May, 1976**

South Carolina State College offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.



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M. Marco Nance, Jr.

President



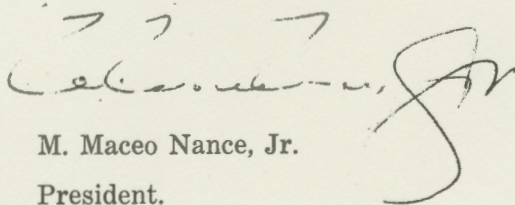
## ADMINISTRATION

The past academic year has in a very real sense up until this point been a successful one. Through the Office of the President, we have continued efforts in articulating to the entire State of South Carolina the problems and concerns of the institution and the solicitation of input from the College Family. It is felt by me that the rapport of this office with the various segments of the College Family remains good.

The procedure initiated in our last report to the Board, that is, the incorporation in the report of a complete detailed report to the President of a major segment of our college, is being continued. The report will include the detailed report to the President from the Vice President for Academic Affairs which includes the academic programs as well as other areas that are directly responsible to him. Again it is hoped that such procedure will provide greater depth of understanding by the Board of the various major areas here at the College.

The responsible offices of the College, as well as faculty, staff and students, have continued to provide meaningful input and cooperation in assisting this office in carrying out its responsibilities to the General Assembly, the Commission on Higher Education and its staff, as well as other agencies, both federal and state, to whom we have responsibility. The Board of Trustees continues its keen interest in the affairs of the College which is demonstrated through its outstanding record of participation in the affairs of the Board.

Again, we wish to express our continued appreciation to the Board of Trustees and to all segments of the College for their continued understanding, support and cooperation.



M. Maceo Nance, Jr.  
President.



## STUDENT AFFAIRS

The Office of Student Affairs and all of its components have to be considered as one of the many challenging components of our institution for they have the task of being concerned with the self-development and the individual welfare of each of the students matriculating here.

### Financial Aid

The Office of Financial Aid continues to be swamped by requests for financial aid. The Office itself is hard pressed in attempting to use limited financial aid in the best interest of all students in setting up some kind of priority as a guideline. The priorities for financial aid generally fall into three categories:

1. Renewal Applicants
  - a. Seniors
  - b. Juniors
  - c. Sophomores
2. Entering Freshman Applicants
3. Upperclass New Applicants
  - a. Seniors
  - b. Juniors
  - c. Sophomores

Great strides have been made within the last decade to ensure that any person of college caliber who desires a college education will not be denied it because of a lack of funds.

A comparison of the number of students receiving financial aid during 1974-75 and 1975-76 is shown in Appendix II.

## CAREER DEVELOPMENT CENTER

In keeping with the mission of the College, the Center, formerly known as Cooperative Education and Career Planning and Placement, is concerned with the "individual development" of the student and his eventual "full participation in our society." To provide for this student development, the



Center has, through the cooperative efforts of South Carolina State College, the Advanced Institutional Development Program, and the Department of Health, Education and Welfare, initiated, intensified and expanded the following programs:

**Cooperative Education** — Within this report, seventy-three job slots have been filled. Increased personnel, counseling, recruitment, workshops, seminars, employers, site visits, parent and faculty involvement have all contributed to the growth and success of this program.

**Decentralized Career Planning** — To stimulate career interests and develop goals, the Center has provided on a daily basis, a group counseling career development program in the Student Center and at each dormitory (night sessions when necessary). Also, campus organizations are being visited, by invitation, following a letter of request. These efforts have proven very effective. Increased enrollment and visitations have resulted.

**Booth-South Carolina Teachers Education Association Convention** — The two-day coverage of this Convention by the Staff was excellent from the point of community outreach. Information distributed and follow-up created interest in our program as well as South Carolina State College.

**Course in Career Development** — the Staff has been involved in preparing information and meeting the requirements of the academic area. This course will provide a qualitative sequential plan of career development, using all available resources.

**Black Executive Exchange Program** — is designed to give students and faculty, in specific academic areas, information on methods and techniques used in the work world by Black figures who also serve as identity figures. All of the workshops were well attended and accepted by the students. Evaluations from both faculty and staff were positive.

**Freshman Orientation** — More than three-fourths of the



freshmen were present and very attentive at the hour-long Career Development presentations by students. The number of follow ups and requests for services indicated some understanding and acceptance.

**Career Workshops and Interviewing Seminars —** Throughout the year workshops and seminars have been presented to continually inform and motivate students regarding new and unusual careers. We have used all methods available to prepare students in this area, (cassettes, records, brochures, video, counseling).

**Post-Graduate Study —** Through counseling, workshops and seminars we have worked with students motivating further study. Last year South Carolina State College had its largest number of graduates to enroll in colleges and universities throughout the country.

**Professional Development —** Faculty and staff have attended and participated in workshops and conferences dealing with Career Development and Cooperative Education.

**Alumni —** The requests for services have increased greatly, due to letters and informational material dispensed by this office. Approximately (963) were served this year.

**Career Library —** The use of this facility by students is still very gratifying. The flow of the material is steady. Publications and periodicals are up to date. This library is considered a model for other college placement libraries.

**Internships, Summer Employment, Part-time Employment —** These are three of our most rewarding programs. Employers, particularly in South Carolina have responded to our requests.

**Follow-Up —** The 1975 follow-up is shown in Appendix III.



### **Brooks Infirmary**

Medical services are available to our students on a 24-hour basis. The Infirmary is staffed by five registered nurses and one practical nurse, with Dr. Paul Childs serving on a part-time basis. General clinics are held each semester and during the summer three times weekly. Occasional referrals were made for students to off-campus specialists when their illnesses or injuries could not be treated satisfactorily at the Infirmary.

Attention is called to APPENDIX IV summary of services rendered on campus and summary of services rendered by the off-campus agencies and specialists.

### **Counseling and Self-Development Center**

Dr. Melvin Haynes, Jr., Director of the Center, had a full-time staff consisting of a secretary, two psychologists I, and a psychologist II. In addition to the full-time staff, a psychiatrist and a student counselor were employed on a part-time basis. Dr. Haynes also had the services of two University Year in Action Volunteers and three work-study students.

A brief summary of the various activities of the Center is given below:

**Promotional Activities:** This year the Center publicized its activities by having news articles printed, through distributing a brochure of Center services, through presenting talks and showing a slide series about the Center, through posters, by distributing bulletins and memos concerning Center activities, and by participating on a radio program.

**Referral System:** The Center continued to solidify and extend its working relationship with community agencies and various components of the College. Each counselee who needed to be referred to another service was referred and the Center received an increasing number of referrals from College personnel.



**Counseling:** The Center engaged in personal-social counseling, academic counseling, process counseling, telephone counseling, and psychiatric treatment. New in the group counseling area this year were weight control, values clarification, and premarital groups.

**Testing:** The Center administered tests for counseling and therapeutic purposes, acted as a regional testing center for ETS, assisted with college-wide testing efforts such as the Freshmen Placement Testing Program, provided a test interpretation service, consulted with faculty members on testing issues, and provided a test scoring service.

In addition to these activities, Center personnel were involved in teaching, supervision of counselors in training, and numerous professional conferences and workshops.

### **COLLEGE PROGRAMS**

Several areas of the College are presently conducting specialized programs for the benefit of students or the community as a whole.

#### **Institutes and Specially Funded Programs**

##### **School of Arts and Sciences**

1. The Department of Behavioral Sciences has two major grants:
  - a. The AIDP Behavioral Sciences Component was funded in the amount of \$600,000 for five years beginning with the present school year. Funds to be spent for this academic year are \$150,076.
  - b. SRS Training Grant for Social Work totaled \$102,295 for the fiscal year 1976. The program is for development, administration and casework expenditure.
2. The W. K. Kellogg Foundation Grant of \$287,600 is now in its third year of funding and is providing for the development of programs and personnel for the Department of Business Administration. The Department of



Business Administration has two smaller grants which are supportive of the programs:

- a. The Mobil Oil Foundation of \$1,500, which is being used for scholarships in Accounting. This is the third year of this grant.
- b. The AAA-AICPA-HEW grant of \$23,500 is to provide funds for a doctoral fellowship in Accounting and the replacement of the recipient.
3. The Remedial Program of the Department of Mathematics and Computer Science is a component of the AIDP grant and is funded for \$119,146. It is in its second year of operation.
4. The Remedial Program in English is administered by the Department of Communications and is a major component of the AIDP grant. It is funded for \$168,902.
5. The Humanities Component of the AIDP grant is also administered by the above Department and is funded for \$196,478.
6. A follow-up study of the 1975 Summer Training Project for High School Science Teachers was funded for \$4,000 by the National Science Foundation.
7. A research project for \$138,956 entitled "The Physiological and Chemical Studies on the Mechanism of Weed Seed Dormancy," is in its third year of operation. The grant is from September, 1973 - September, 1978, and is supported by the U. S. Department of Agriculture.
8. A continuation grant in the amount of \$136,626 dealing with "Macrophomina Phaseoll as Related to Crop Plants in South Carolina." This grant is in its last year of operation and is funded by the U. S. Department of Agriculture.
9. A research project entitled, "Biochemical and Biological Studies with Porphyrins," is presently in its fourth year of operation and has a total grant of \$219,202. The funding agency is the Minority Schools Biomedical



Sciences Program of the U. S. Department of Health, Education and Welfare.

10. A study of "Air Pollution in Charleston, South Carolina," is presently in its fourth year of a five-year grant with total funding of \$128,798. This study has the same source of funds as number 7.
11. A continuation grant entitled, "The Quality of Food Fish Consumed by Rural People of the State of South Carolina," is in its third year. It was funded by the U. S. Department of Agriculture for \$75,594.
12. A research project entitled, "Nutritional Status of Rural People in Hampton County and an Evaluation of the Expanded Nutrition Education Program," is in its fourth year of operation. The grant was for \$475,705 and was made by the U. S. Department of Agriculture.
13. A research project entitled, "Identification and Evaluation of Pollutants in Rural Drinking Water Supply," is now in its last year and is funded by the U. S. Department of Agriculture in the amount of \$201,651.
14. A study entitled, "Screening 'Soul Foods' for Pathogens," is presently being conducted and is in its first year of a five-year project. It was funded by the U. S. Department of Agriculture for \$311,460.
15. A research project entitled, "The Critical Currents in Superconducting Tin Films," is presently in its last year of study. The grant was for \$23,312 and was made by the National Aeronautics and Space Administration.
16. A new research study entitled, "Foundations for Self-Determination," is presently in progress. It is funded by the U. S. Department of Agriculture for \$193,208.
17. A program to train Rehabilitation Counselors is now in its fourth year of funding. It is administered by the Department of Behavioral Sciences and is funded for \$60,818 by the Bureau of Social Rehabilitation Services of the Department of Health, Education and Welfare.



18. A Special Education grant in the amount of \$33,000 for the Training of Personnel in Special Education through Traineeships. This grant was made by the Bureau of the Handicapped of the U. S. Office of Education.
19. A Speech Pathology and Audiology grant for the Training of Personnel in this area was funded by the Bureau of the Handicapped of the U. S. Office of Education for \$42,000.
20. A Teaching and Traineeship grant in Speech and Audiology was funded by the Rehabilitation Service Administration. This grant is for \$26,760.

### **School of Education**

1. "Performance-Based Teacher Education: How Effective Is It?" is a five-year project which is now in its second year of operation. It is an effort to study the effectiveness of our Competency-Based Teacher Education. The grant is for \$39,000 and was awarded through the Office of Institutional Research.
2. Southern Small Colleges Consortium for the study of special programs in education is funding a project in the Department of Education for Supervisors of Clinical Experiences. The grant is for \$8,000 from the U. S. Office of Education.
3. The Reading Component of the AIDP grant is designed to improve our remedial and developmental techniques of our freshman reading program. It is funded in the amount of \$210,148.
4. A program designed for leadership training for community agency personnel is in the process of funding in the amount of \$22,150 through the State Office of Title I.

### **School of Home Economics**

1. An EPDA Summer Project for Sixty Teachers of Disadvantaged Handicapped Youth is funded through the



State Department of Education Vocational Office for \$38,917. The funds for this project is furnished by the U. S. Office of Education.

2. "Head Start Program for State Training in Child Development," is designed to give leadership in developing training to meet the needs of all Head Start Programs in the state. It is funded by HEW for \$75,000.
3. In conjunction with the above, there is the Technical Assistance to Head Start Grantees Serving Handicapped Children. This grant is for \$45,625 and funded by the same source.
4. Supplementary Training for Head Start Teachers and Their Aides is a program designed to provide a chance for Head Start staff to obtain college training which may eventually lead to a degree in Early Childhood Education and Development. The program is funded by the U. S. Office of Education in the amount of \$42,792.
5. "Winnsboro Head Start Follow-through Supplementary Training Program." This program has essentially the same objectives as number 4, but is designed for Head Start Teachers in Winnsboro. The grant is from the same source and is for \$5,316.60.

### **School of Industrial Education and Engineering Technology**

An EPDA Institute for Industrial Arts Teachers in the area of "Performance-Based Programs in Trade and Industrial Education." It was funded by the U. S. Office of Education through the State Department of Vocational Education for \$17,650.44.

### **Special Services Program**

The Special Services Project called PEP involves students of freshman and sophomore status. The program reflects a controlled remedial experience in all the courses for which the students are enrolled. Tremendous emphasis is placed on tutorial services for the students and intensive group and one-to-one counseling. This year's grant is for \$55,630 and the program is funded by the U. S. Office of Education.



### University Year in Action

The University Year in Action Program is in its final funding year. It combines the objectives of eliminating poverty and providing university students with an experience based curriculum. The program is funded by the Action Agency of the U. S. Office of Education for \$126,114. The program has 33 students participating in it.

### SPECIAL PROGRAMS

Evidence of continued involvement in research by faculty members is shown in the number of projects previously mentioned. These research projects are geared to the needs of South Carolinians in most cases. In practically each department of the College, research studies are being conducted. These studies are both sponsored and non-sponsored. Faculty members in the areas of Natural Sciences, Social Sciences, Habilitative Sciences, Education, Home Economics, and Business Administration are presently involved. Some of these research studies have been accepted for publication in nationally known journals.

Staff members continue their involvement with community activities as consultants, resource persons and members of statewide committees. The recent NASDTEC evaluation of all teacher education programs in the state utilized many of our faculty as chairpersons or evaluators in respective areas. This is an indication not only of the high esteem in which our faculty is held by the State Department of Education, but the confidence expressed by their peers at other institutions.

Our academic personnel are called upon to read proposals, to serve on Boards which determine priorities for Title III and Title IV proposals, to act as consultants in academic affairs throughout the state and at national meetings. They serve on committees both locally and nationally in their respective professional organizations.



Some activities which give credence to this type of involvement are listed below.

#### **School of Arts and Sciences**

1. Fall semester institute on "An Interdisciplinary Approach to the Behavioral Sciences."
2. The Twenty-Fifth Annual Guidance Conference was held on February 13, 1976.
3. A Marriage and Family Institute will be held during the spring of this year.
4. "A Short Term Training Workshop on Working with Minority Elderly in a Rural Area," was held over the period of September 1, 1975 - December 31, 1975.
5. A Social Welfare Forum was conducted by the Social Welfare area of the Department of Behavioral Sciences on October 8, 1975.
6. The Fourth Annual Business Education Conference was held on November 21, 1975.
7. A series of seminars are being held for Business majors throughout the academic year under a grant received from the Kellogg Foundation.
8. A series of workshops on Remedial Mathematics are being held throughout the academic year which are indicative of the involvement of this department with the total AIDP program.
9. Tutorial sessions are being conducted by majors in Modern Languages and the supervision of staff personnel.
10. Hospital and Court Services for Interpretation of Foreign Languages is a regular service by the Department of Modern Languages.
11. The Department of Natural Sciences sponsored two outstanding programs during the first semester of this academic year. The first was a "High School Health Careers Day Program" designed to bring to our campus minority honor students from schools throughout the



state who were interested in the health professions. On November 1, 1975, the Department of Natural Sciences sponsored a follow-up program for the participants of their Summer Implementations Project.

12. The Department of Habilitative Sciences operated the Speech and Hearing Clinic during 1975 and provided the services listed below:

a. Speech and Language Evaluations .....	208
b. Hearing Evaluations .....	144
c. Speech and Language Screenings .....	4,235
d. Hearing Screening .....	6,010
e. Therapy for Clients .....	333

13. Tutorial sessions were held for mentally retarded, emotionally disturbed and learning disabled children in Orangeburg and Calhoun Counties.
14. The Henderson-Davis Players are continuing in their tradition of carrying on several activities on campus, and off campus by invitation.
15. The Humanities general lecture sessions were open to members of the community when special activities of importance were being presented.
16. In line with the above, a "Humanifest" will be held in April for an entire week. These activities will lend themselves, in part, to community participation.

### School of Education

1. Special workshops, classes, and conferences were held during the year in several areas, including a free course for 40 cooperating teachers who supervise clinical practices for teachers; an extensive and intensive conference in reading and several activities dealing with Continuing Education.
2. A special project to involve those in Education who have the expertise to help in the education of children on Daufuskie Island is presently being developed.



3. The Garnet and Blue Marching 101 Band and the Collegiate Chorale gave several performances on and off campus.

### **School of Home Economics**

During the past year several important activities of an out-reach nature were carried on by this School.

1. A laboratory on "Food Preservation" was conducted in cooperation with Clemson University for Home Economics personnel and other interested lay people.
2. A "Consumer Education Workshop" was held for interested persons in Pee Dee and Orangeburg areas. This was also in conjunction with Clemson.
3. An especially successful program on "Planning Nutritional Strategies for Low-Income People" was held.
4. Research activities in Human Nutrition and in the area of Child Development and Pre-School Education is presently underway.
5. The School of Home Economics is continuing its role as the facilitating agency for (1) State Training Office of Head Start and, (2) Head Start Follow-through Supplementary Training Program.
6. A cooperative program with Winthrop College on Competency-Based Teacher Education was held early in the school year.

### **SCHOOL OF ARTS AND SCIENCES**

#### **A. Behavioral Sciences**

##### **Programs**

The Department of Behavioral Sciences was organized in July of 1975 and includes the areas of Psychology, Sociology, Guidance and Counseling and Rehabilitation Counseling. It has as its goals excellence in teaching and learning, service to the community, research and publi-



cation, humanistic interpersonal relationships, and competence in the general areas of its subject matter content.

1. In the area of Psychology, the program has 13 courses, all of which yield three semester hours of credit. The curricula offerings provide students who are majoring or minoring in Psychology opportunities to obtain broad and deep cognitive, affective and psychomotor behavior structure in the science of behavior. Flexibility within the program permits the student to select courses in those sub-fields of Psychology which are of greatest personal and professional interest to the student.

2. Counselor Education is a new program and has recently graduated its first few undergraduates. The quality of its program must remain under constant scrutiny so that it may enjoy constant improvement. Curricula changes cannot be made until a proper evaluation of the effectiveness of its graduates is made.

The Graduate Counseling Program is reported by the Chairman as one of the best in the nation. The highest priority within the program is increasing the quality of teaching and learning, and this can be done through more dedication of the instructors.

3. Rehabilitation Counseling: This program continues to grow both quantitatively and qualitatively. The course offerings lend themselves to general and specific aspects of rehabilitation counseling. At the present time there are no contemplations of major curricular revisions.

4. Sociology: This component of the Department has a viable program which provides educational and instructional experiences in a variety of sub-fields within the science of sociology. There are no major curricular modifications being considered at the present time.

Closely related to this major is the Social Welfare Education Program and our Criminal Justice Program. Both of these areas are in the process of de-



veloping proposals for a major in their respective fields.

The Department is now considering the feasibility of engineering a curriculum in Behavioral Science which will yield a degree in the interdisciplinary field. They are also considering means of reducing course overlapping.

The AIDP funds which are now available to certain components within the Department should facilitate their efforts to move the recently constituted Department of Behavioral Sciences toward viable programs characterized by educational excellence and instructional quality.

## B. Business Administration

### Programs

The Department of Business Administration offers four major curriculums; namely, Accounting, General Business Administration, Business Education and Office Administration. It also offers minors in Accounting, General Business, Economics, and Office Administration. This Department continues to study the feasibility of offering a major in Economics and Marketing while trying to upgrade their present curricula. This effort at improvement continues to be enhanced by a four-year grant of \$287,000 from the W. K. Kellogg Foundation, and smaller yearly grants of \$2,500 from Arthur Anderson and Company, and Mobil Oil Foundation.

The Accounting major has been revised, allowing for 12 credits of electives; however, very little emphasis is placed on management information systems, budgets and the application of the computer to accounting. The students in this major continue to find the course difficult. To eliminate this problem, a supervised laboratory has been set up. Those students who attend regularly are progressing satisfactorily in their classes.

The major in General Business Administration continues to include traditional courses such as business



management, personnel management, retailing, marketing, real estate insurance and business policy. As soon as new faculty members qualified to teach more technical management courses are recruited, the emphasis will shift from the traditional management courses to Management Information Systems, Production Management and Operations Research.

The curriculums in Secretarial Science, Accounting, Related Business and Occupations Certificates were revised to meet certification requirements of the State Department of Education. This program was approved completely by the NASDTEC Visiting Team.

The Department continues to be very supportive of the Cooperative Education Program with five students presently serving and six students participated during the past semester.

#### C. Communications Center

##### Programs

The Communications Center provides (1) a course in English Essentials for all incoming freshmen who need special help in mastering basic verbal skills as evidenced by the performance during the placement period; (2) a one-year sequence of courses in English Composition and Speech Arts for all students of the College; (3) a three-semester interdisciplinary sequence of courses in Humanities for all students of the College; (4) programs of specialization in English Language and Literature, Teaching of English, Teaching of Dramatic and Speech Arts, and Professional Drama; and (5) various elective courses in communicative arts that are open to students who are pursuing majors in the Department.

The current five-year grant under AIDP will undergird and strengthen the regular English Composition offering, since it is expected that by the 1979-80 academic year it will provide remediation for 75 percent of the entering freshmen who need it.



In providing for the attainment of the institutional mission and objectives, the Humanities Program has outlined as its goals:

1. Strengthen the general education program by developing and implementing an interdisciplinary course sequence which includes World History, World Literature, Art Appreciation and Music Appreciation.
2. Develop resources required for successful implementation of the interdisciplinary program.
3. Assist the student in developing an appreciation and understanding of significant contributions to world culture.
4. Assist the student in perceiving interrelationships among aesthetic disciplines.
5. Provide a framework for student development of a critical thinking process.
6. Stimulate intensive and extensive readings.
7. Sensitize teacher to the conceptual problems inherent in teaching an interdisciplinary humanistic course.
8. Provide for teachers' effectiveness, competence and enthusiasm as curriculum developers.

This program is moving effectively to meet the above goals and its immediate direction is under Mrs. Johnnie M. Sharpe, who serves as the Coordinator.

This Department also offers two curriculums in Drama — one leading to the bachelor's degree in Professional Drama, and the other leading to the bachelor's degree in the Teaching of Dramatic and Speech Arts. The Drama Guild, the Henderson-Davis Players, is the laboratory for these programs. The programs of the Henderson-Davis Players have been most successful.

The Communications Center is fortunate this year to have its first Writer-in-Residence, Mr. Jack Bass, an outstanding journalist and author. He teaches one course per semester in Journalism, and as Writer-in-Residence is writing a book on "Black Political Leaders."



## D. Habilitative Sciences

### Programs

The present academic year was a busy one in which several important events and changes took place. The more significant ones are related below:

The Department was site visited by an evaluation committee from the State Department of Education using the NASDTEC standards. On the basis of the standards and the visit, the program in Mental Retardation was rated as completely meeting the standards, while the programs in Learning Disabilities, the Emotionally Disturbed, and Speech Pathology and Audiology were rated as substantially meeting the standards. The rating of the program in Speech Pathology and Audiology was protested, and a new site visit is scheduled for March 30, 1976.

The evaluation committee recommended that the Department (1) replace its minor in Special Education with a major, (2) hire a person who is specifically trained in the Emotionally Disturbed and, (4) hire a person with experience as a Speech Clinician in high schools to supervise directed teaching in Speech Pathology.

On July 10, 1975, the South Carolina Commission on Higher Education approved a proposal to offer an undergraduate degree in Special Education with an emphasis in one or more of the three areas: Mental Retardation, the Emotionally Disturbed, and Learning Disabilities. The first Special Education majors were enrolled in the fall of 1975. In the Speech Pathology program, a Speech Clinician with seven years of public school experience was employed as supervisor of directed teaching.

In July 1975, the Speech and Hearing Clinic was approved by the South Carolina Department of Health and Environmental Control to be a provider of Speech and Hearing Services.

During the period from September 1975 to December 17, 1975, faculty and students from the Speech Pathology



Program screened the speech, hearing and visual motor coordination of 2,278 Head-Start children of six Head-Start Centers in Orangeburg, Voorhees, Smoaks, Beaufort, Jasper, Berkeley, Anderson, Greenville, and the Midlands areas.

On October 10, 1975, the Department was authorized to operate a Regional Resource Center for the Office of Programs for the Handicapped in the South Carolina Department of Education. This Center provides comprehensive evaluations for children referred by the Department of Education. It employs a team consisting of a social worker, physician, psychologist, education specialist, audiologist, and speech pathologist.

#### E. Mathematics and Computer Science

##### Programs

The Department of Mathematics and Computer Science provides (1) a course in remedial mathematics for all incoming freshmen who need help in basic mathematics; (2) a one-year sequence of courses in mathematics for all students in the College; (3) programs of specialization in mathematics and the teaching of mathematics. It also offers minors in mathematics, computer science, and graduate mathematics. The strongest programs are the undergraduate major and computer science. The current five-year grant under the AIDP program is helping to strengthen the Remedial Mathematics Program. It will be remembered that the last report called for the strengthening of the Remedial Program.

Mrs. Geraldyn Zimmerman, Coordinator of the Program, has held two workshops recently — one for the staff members and the other for high school teachers. The intent of the workshops was to get directions and feedback so that proper planning of course content could be developed. It is felt that as the AIDP program in mathematics develops, a stronger remedial program will evolve. No other programmatic changes have occurred during the past academic year.



## F. Modern Languages

### Programs

The Department of Modern Languages provides majors in French, Teaching of French, Spanish, and Teaching of Spanish. In addition to major offerings, the Department provides the required courses for other areas.

A plan to consolidate advanced classes is being proposed. Several advanced classes will be incorporated into an Independent Study Unit and students will be assigned special units for individual class work. The class will be taught by staff with one enrollment and interrelated assignments. The plan has been developed and the staff is presently studying it for implementation.

## G. Natural Sciences

### Programs

The Department of Natural Sciences offers majors in Biology, Chemistry, Physics, Science Education, and during the past year majors have been developed in Medical Technology and Medical Record Administration. For those students desiring to teach science at the pre-college level, a program of courses is available to provide for the development of the teacher as an imaginative classroom manager.

In order to fulfill the broad objectives outlined above, the members of the staff have engaged in a number of activities during the 1975-1976 school year. Considerable emphasis has been placed on strengthening the academic program. The chemistry curriculum has been revised. Several courses throughout the Department have been revised, incorporating additional and pertinent materials. Realizing that academic programs grow and develop through innovative ideas, several members of the staff are designing self-paced individualized instruction materials for their classes.

This is the third year of the Minority Institution



Science Improvement Programs, with a grant of \$237,000 from the National Science Foundation.

The program has involved the addition of new courses and updating of several existing courses in various curricula; a departmentally oriented research program involving both faculty and students; a tutorial program in physics; the strengthening of the staff through additional academic training and attendance at scientific meetings and conferences. The grant has made it possible to equip some laboratories in such a fashion as to promote good teaching and inspire learning.

The research program in this Department is noteworthy. Over 50 percent of the staff is presently involved in research. Through the research program, the Department has been able to acquire many pieces of expensive equipment which are being used not only in research but also in teaching.

## H. Social Sciences

### Programs

The establishment of the Department of Behavioral Sciences in the fall of 1975 resulted in the transfer of the areas of Criminal Justice, Social Welfare, and Sociology from the Department of Social Sciences to Behavioral Sciences. The Department now comprises four academic areas; namely, Black Studies, History, Political Science, and Social Studies.

The Department currently offers major programs in History (Professional and Teaching Options), Political Science, and Social Studies. Minor concentrations are in Black Studies, History, Political Science, and Social Studies.

The History curriculum basically remains the same. There are projections for developing a new course in South American and Caribbean History, but there is no trained person on the present faculty to teach such a course.



The minor in Political Science was broadened into a major concentration with options in Public Administration, Pre-Law, and teaching.

The Department is now developing a course entitled "African and Other Third World States in World Politics," in order to broaden its offerings. This is projected for 1976-1977.

The Department is further planning for arrangements of placement of interns as students advance in the Public Administration option. Clinical experience is recommended for the last semester of the senior year.

There were no modifications in the Social Studies curriculum for 1975-1976.

## **SCHOOL OF EDUCATION**

### **A. Education**

#### **Programs**

The Department of Education provides professional programs for undergraduate and graduate students. These programs are as follows:

1. Major in Elementary Education
2. Undergraduate minor in Reading Education
3. Graduate program for a minor in Elementary Education
4. Graduate and undergraduate courses in Adult Basic Education
5. Graduate programs leading to certification of elementary and secondary principals.

The program in Elementary Education is showing rapid growth both in the quality of its program and in student enrollment. The majors now number 232. The curriculum was recently reviewed by the NASDTEC Visiting Committee and it completely meets all standards. Professional clinical experiences and personal enrichment are provided for all stu-



dents, beginning in the freshman year and extending through the first year of teaching.

The Performance-Based Teacher Education Program presently being conducted and studied seems to indicate progress.

In the general progress of the teacher education program the completion of the new Learning Laboratory is an asset to PBTE approach to teaching and learning.

The Learning Laboratory provides an opportunity for students to participate in a variety of individual group activities and should be an aid to the overall performance of all students in the teaching option.

The Adult Basic Education Program provides for field courses and on-campus courses. The emphasis on this content is strengthened by the recent regulation requiring certification in this area. We should see an increase in enrollment in this area. In order to meet this demand, new courses are being processed at the present time.

Another area that has seen much growth numerically is that of the Developmental Reading Program. Because of the AIDP grant, a larger number of our students are being processed through this program. In an effort to get our students to read more effectively, the AIDP objective is to extend the reading program so that high school teachers will be aware of the problems and begin to cope with them at that level. Much of this is done through workshops for reading teachers, supervisors and principals.

This academic year saw a new thrust in teacher education. The Pre-Professional Clinical Program began to work with effectiveness. Approximately 329 students were involved.

## B. Health and Physical Education

### Programs

The Department of Health and Physical Education provides for a major for prospective teachers to pursue a degree in teaching physical education in secondary schools. The De-



partment also services many areas of the College where health and physical education courses are required.

The program provides clinical experiences for majors during their freshman, sophomore, and junior years, and observation and evaluation of directed teaching. This Department met completely the NASDTEC Evaluation of the State Department of Education, and its program has been approved for five years.

During the first semester of 1975-1976, the Chairman of the Department invited a consultant from the State Department of Education to visit our campus and discuss with the staff the extent to which we are meeting the requirements of Title IX. After explanations by the staff and examination of the number of co-education classes in the Department, it was confirmed by the consultant that Title IX requirements were being met.

Efforts have been put forth to develop an elementary program but according to the State Department of Education plans have been dropped for certification in this area. Courses, however, in elementary physical education should be included in the overall preparation of our majors.

The Department did revise its curriculum to the extent that it now carries twelve hours of free electives.

### C. Library Service

#### Programs

The program of the Department of Library Service is designed to prepare professional school library personnel (as well as personnel for public, college and special libraries) at an entry or beginning level of competency. It is not intended as a terminal program. The master's degree is important and the graduates are encouraged to pursue a graduate course of study.

The Department continues to monitor its program based on requirements for certification, requirements for admission to graduate library schools and trends as reflected in the literature.



Some of these trends which are being studied and augmented are as follows:

1. A strong general education component so as to prepare school library media specialists to work effectively with teachers in all subject areas.
2. In addition to required courses in the Natural Sciences, Social Sciences, and Humanities, the curriculum provides for eighteen semester hours of electives and the students are advised to take additional courses in the area of general education.
3. This Department is also developing a Competency-Based Performance Oriented and Field Centered Program. They are also using field work experiences from the sophomore through the senior year.
4. There is a movement in the development of more in-depth knowledge in audiovisual aids in order to bring about a better correlation between subject content and experiences on the NTE. Recommended courses are Instructional Media Production, Instructional Multi-Media Production, Instructional Media Equipment Repairs and Maintenance, Instructional Graphic Communications, and Instructional Photography.

#### D. Music and Fine Arts

##### Programs

The Department of Music and Fine Arts provides programs for students who are interested in teaching in the areas of piano, organ, vocal, public school music, and band and orchestra instruments. It also provides for a major in Art Education.

Essentially, the curriculums in Music and Fine Arts have remained the same. This is especially true in music. The area of Art has added two graduate courses, which will enable graduate students to pursue certification requirements and serve as electives for those inclined to take them.

The program of this Department was approved provisionally



when evaluated by the State Department of Education with the use of NASDTEC standards. In the Art area, criticism was made of the facilities and a shortage of personnel.

The organizations within the Department have performed in many programs both on the local, state and national levels. These organizations are the College Choir, Men's Chorus, Instrumental Ensembles, the Marching 101 Band, Concert Band, and ROTC Band.

#### **E. Felton Laboratory School**

##### **Programs**

There are no major changes in the organizational structure of the program. However, the school is being used to a much greater extent as they endeavor to help meet the pre-professional and clinical experiences of the College's education program.

The new Director is aware of the objectives of the program and is making adequate progress. However, no major research and experimentation have evolved. There have been changes of a programmatic nature in which more emphasis is being placed on mathematics and reading with one instructor assigned as a Coordinator of Reading.

The program extends from kindergarten through the eighth grade and has a good mixture of nationalities. There are 198 boys and 182 girls, for a total of 380 pupils. This is maximum for the buildings and enrollment will be kept to the limit of the housing capacity.

#### **SCHOOL OF HOME ECONOMICS**

##### **Programs**

The School of Home Economics offers a four-year curriculum leading to a B. S. degree, with majors in four areas of specialization. These are Home Economics Education, Child Development, Early Childhood Education, Food and Nutrition, and General Home Economics.

The past year was marked by several significant develop-



ments. First, the Child Development/Early Childhood Education Program was significantly revamped. The entire early childhood program is now in this School and the kindergarten program was dropped from the School of Education. A non-teaching option and graduate courses were introduced. Second, the School revised all of its programs to provide for blocks of time to be given to pre-professional clinical experiences. Third, significant changes in course design and content as well as instructional methods through frequent utilization of the learning laboratory occurred in all major areas. Fourth, for the past five years, there has been a slight increase in students entering the programs but not significant enough in terms of available jobs, especially in Early Childhood Education. The School of Home Economics needs to develop methods of getting its programs known through active recruitment.

The afternoon and summer pre-school sessions initiated in 1974 and during the summer of 1975 were well received and continue to meet the desired goals. The programs are located in a learning environment which is conducive to exciting and innovative activities of the instructional staff.

The present academic year was marked by the establishment of a National Home Economics Society, a Child Development Learning Laboratory, and merger of the Child Development and Early Childhood Education programs. The faculty continues its work on accreditation by the American Home Economics Association.

The efforts listed above should, in time, contribute to the continuous attraction of students with aspirations for achievement.

### **SCHOOL OF INDUSTRIAL EDUCATION AND ENGINEERING TECHNOLOGY**

#### **Programs**

The major function of the School of Industrial Education and Engineering Technology is to prepare persons who wish to qualify as teachers of industrial subjects in the public schools



and to provide training in the scientific and technical knowledge that will be needed by persons concerned with the practical aspects of engineering.

The School offers majors in Industrial Arts Education and Engineering Technology. The Engineering Technology curriculums include Civil Engineering Technology, Mechanical Engineering Technology, and Electrical Engineering Technology.

There is a great need for graduates in each of these areas. The curriculums are being studied for revisions, and as this continues and the program becomes more attractive, many more students are enrolling. The present enrollment has increased from 72 in 1968 to 196 during the present semester.

The Driver Education Program has been expanded and new equipment and expansion of courses took place.

This School is quite involved with Cooperative Education since employment is an essential element in the education process and provides a blend of earning, learning and practical experience so necessary in these curriculums.

The School is now preparing for accreditation of its technology program by the Engineers Council for Professional Development.

The Industrial Education Program was approved provisionally by the State Department of Education, using the NASD-TEC Standards. A major criticism was that the directed teaching be done in public schools. This transition is being made and it will be done in the 1976-1977 school year.

## **SCHOOL OF GRADUATE STUDIES**

### **Programs**

The School of Graduate Studies has shown growth in numbers of students and in course offerings during the academic year. School districts are requesting their teachers to improve their credentials and a new certificate for persons having 30 hours above the master's degree in a major subject content area has been established. This new certificate re-



quirement has created a new interest in graduate work for those persons who have masters' degrees. The areas of Guidance, Elementary Education, Vocational Rehabilitation, Special Education and Speech Pathology and Audiology have the largest concentration of students. It is interesting to note that two of these areas are M. A. programs and are comparatively new offerings. A significant conclusion to be drawn from the above is that new needs are present and that for the graduate program at the College to be viable, we must recognize these needs and plan to meet them. See APPENDIX V.

### SUMMARY OF ACADEMIC PREPARATION OF STAFF (Collegewide)

The College faculty shows the following professional training:

1. One hundred and twenty-nine or 58 percent of the teaching faculty possess training equivalent to three years of advanced study beyond the bachelor's degree. Ninety-three members or 41 percent of the teaching faculty have the earned doctorate. This is an increase of nine over last year, but a decrease in percentage of 2 percent. While a number of the faculty are nearing completion of their doctoral studies, we must continue our efforts to secure replacements with persons holding the doctorate.
2. There are 122 faculty members who hold the master's degree and these include three in Military Science and seven librarians. Ten hold the bachelor's degree, with eight in Military Science, one in Home Economics, and one librarian.

Present on-duty faculty are broken down as follows:

<u>On Duty</u>		<u>On Leave</u>
Professors .....	33	0
Associate Prof. ....	53	0
Assistant Prof. ....	89	6
Instructors .....	50	2
Total .....	225	8



The above statistics indicate that the on-duty faculty has increased from 194 to 225, for an increase of 31. The number of doctorates has increased by nine over last year. Yet the percentage has dropped. Disciplines which should seriously recruit doctorates are Business Administration, Rehabilitation Counseling, Library Service, Special Education and Accounting.

## RESEARCH AND PUBLICATIONS

### School of Arts and Sciences

Abu-Shawareb, Hassan. "Othello." **Explorations in Education**. Spring 1975.

Achari, R. G., Sandhu, S. S., and Warren, W. J. "Chlorinated Hydrocarbon Residues in Ground Water." **Bulletin Environmental Contamination and Toxicology**. Vol. 13, No. 1 (1975).

Akpan, Moses E. "The Organization of African Unity after Ten Years: Comparative Perspective." **Perspective** 7 (September 1975).

..... "Southern Africa, Its Problems and Prospects — African Teaching Perspectives and Approaches." Geography and Area Studies Publications, 1975.

..... "African Goals and Diplomatic Strategies in the United Nations." Massachusetts. The Christopher Publishing House (1976).

Belcher, Eloise U. "Literature Component." **Humanities Manual**. Kendall/Hunt Publishing Co. 1976.

Carder, Mary E. "A Comparison of Oral Reading Miscues of Poor Readers Assigned to Learning Disability Classes with Those Assigned to Remedial Reading Classes." **Explorations in Education**. (1975).

Clifford, Paul I. "The Counselor's Role in Helping Others Through Advocacy." **Journal of International Association of Pupil Personnel Workers**. March 1976.



Cook, Roger A. and others. "Otodental Dysplasia." **Clinical Genetics**, (1975).

Cox, Geraldine S. "A Modified Version of the Picture Story Language Test, Validity and Reliability for Assessing Language of Children Between Three and Seven Years of Age." **Explorations in Education**. (1975).

Cox, James R. "A Study of the Relationship Between Estrogen and Progesterone Levels in Auditory Sensitivity and Eustachian Tube Function in Adult Females with Balanced Hormonal Profiles." **Explorations in Education**. (1975).

Dickens, L. L. and Fanning, J. C. "The Reactions of Solid Iron (III) Phthalocyanine with Hydrogen Chloride Gas." **Inorg. Nucl. Chem. Letters** 12, 1-5. (1976).

Hine, William C. "Slavery and Serfdom: A Preliminary Comparison." **Phylon**. December 1975.

Howie, Marguerite R. and Hanna, Kathleen. "Effects of Communication and Transportation on Utilization of Agency Services by Rural Poor People in South Carolina." **U. S. Department of Agriculture Bulletin**. November, 1975.

Larkin, James A. "Asian Cultures." **Humanities Manual I**. Kendall/Hunt Publishing Co. 1976.

Londhe, Suresh R. "Economics Feasibility of Organizing Marketing and Supply Cooperatives by Low-Income Farmers in South Carolina." (To be published by Clemson University.)

Noah, Monday E. "Traditional African Religion in Old Calabar." **Journal of African Studies**. 1976.

Parler, Nettie P. **Humanities Manual**. (Ed.) Kendall/Hunt Publishing Co. 1976.

Powell, Don L. "Ear, Eye and Redemption in Milton's Paradise Lost." **University of Illinois**. 1975.



..... "The Pilgrimage of Adam and Eve: From Human Error to Spiritual Truth." To be published in **Explorations in Education**. 1976.

Sandhu, S. S., Nelson, P. and Warren, W. J. "Portable Water Quality in Georgetown County." **Bulletin Environmental Contamination and Toxicology**. Vol. 14, No. 14 (1975).

### **School of Education**

Carder, William J., Lewis, Alba M. and Others. "Performance-Based Teacher Education: Does It Make A Difference?" (Five-year research in progress).

Davis, Ruby T. "The Impact of ETV in Teaching Reading to Inservice Teachers." Spring 1975 (Unpublished).

Matthews, Doris B. "The Effects of an Informal Multi-Media Reading Program on Vocabulary, Comprehension, and Problem Behavior of Sixth and Seventh Graders." (Submitted for publication in **Explorations in Education**, Spring 1976.)

## **COOPERATIVE EDUCATION**

### **Program**

The Cooperative Education Program for the period February 1, 1975 to February 1, 1976, has experienced both growth and declines as will be shown in program statistics. This vacillation may be attributed to several factors; however, budget cutbacks in business and industry, government freezes and decline in grade point averages are foremost.

### **Objectives**

The objectives of the program for this period were

1. To further acquaint the College, parents, secondary educators and counselors, and different sectors of the work world on the local, state and national levels with the problem.
2. To heighten faculty support and student participation.



3. To increase the number of training slots with special emphasis on positions in government on the local, state and federal levels and on liberal arts majors.
4. To alleviate problems with co-op registration.

Most of these objectives were met as a result of effective planning and programmed activities sponsored by the Career Development Center. These activities, objectives and results are listed in the data which follows.

Parent participation and concern in the program has increased tremendously. Several faculty members have participated in on-site visits of their students with the co-op staff and have been very instrumental in aiding the students' co-op performance.

Faculty personnel who have traveled with the co-op staff during the past year are Mrs. Bernice Middleton, Mr. O. S. Quick, Dr. S. Y. Hwang, and Dr. Roy J. Isabel. Dr. L. C. Roache and Dr. Wilhelmina Funchess have aided in designing co-op assignments with representatives from agencies soliciting their majors.

## **OFFICE OF ADMISSIONS AND RECORDS**

### **General Observations**

Miss Dorothy L. Brown assumed the directorship of the Office of Admissions and Records on August 22, 1975. The reorganization of the entire office, including pre-registration and registration, has improved its efficiency. Miss Brown, a computer-oriented individual, is planning the computerization of all phases of the office.

### **Admissions**

The success of admissions and recruitment is reflected in the continued increase in enrollment. Fall semester (1975) freshman enrollment was a record 15 percent increase over the fall of 1974.

Of course the recruiting program is not solely responsible



for the increase. Enrollments increased nationwide, and particularly was there an increase in black student enrollment in post-secondary education. The availability of financial aid, and the number of eighteen-year olds are major contributing factors to increased enrollments. The recruiting program has been very successful and is getting stronger as Mr. Morant gains in experience.

Contributing also to the overall increase in institutional enrollment was the graduate school. It is important to note that the 26 percent increase in graduate school enrollment helped boost institutional enrollment to 16 percent over the fall of 1974. For statistics on Admissions and Records, see APPENDIX V.

The fact that residential housing limits the number of students that can be accepted was alluded to in the last annual report (1975). Though there was a 15 percent increase in freshman enrollment in the fall of 1975, many of the accepted students could not matriculate because of this physical limitation. However, there remains a constant ratio of students accepted to the number matriculating. Housing statistics, Appendix I.

Over the past three years an average of 80 percent of the applications applying for admission have been accepted. Of the number accepted, 70 percent have enrolled. If the present trend in enrollment in post-secondary education continues into 1976-77, South Carolina State College can expect to receive over 1400 applications for admissions. Following the admissions pattern, 80 percent will be accepted, 70 percent of which will enroll. Therefore, the projected enrollment for the 1976-77 freshman class (fall semester) is 807.

## Records

The records function of the Office of Admissions and Records cannot be as clearly defined as the admissions function. Yet, as extensive, complex, and serious as the operations are, it is indicative from office procedures that little planning, coordinating, and supervising have been done over the past.

Whatever the underlying pervasive attitude towards the



Office of Admissions and Records among its several publics, the records section is the major contributing body to that attitude. The effectiveness and efficiency of this part of the office contribute significantly to institutional attitudes. All phases of its operation from the initial registration of a student — to graduation — to alumni status have the potential for creating wholesome or unwholesome institutional attitudes depending on service rendered.

### **AUDIO-VISUAL CENTER**

The Audio-visual Aids Center is an organized unit of personnel, facilities, and lending services which seems to aid the instructional program of the College in finding new approaches and ways of learning through the utilization and application of media technology.

The organizational structure of the Center has changed drastically from a single person operation to a multi-personnel organization of specialties and professionals with delegated authorities and responsibilities for the Center's services. With the addition of personnel — Media Librarian, Graphic Specialist — the Center is now beginning to expand its services and training in production, technical and clerical, equipment maintenance and checkouts, etc.

The AV Center is meeting a growing demand for supportive media services by departments, organizations, and individuals. These requested services are for the support of conferences, workshops, projects and special interest groups.

### **COLLEGE LIBRARY**

During the present academic year the library staff examined numerous resources for reorganization of the library for more efficient and functional operations. From this committee, goals and specific objectives were developed for Collection Development, Interpretation and Utilization. The following summarizes the program:

An experiment in library organization has placed many functions traditionally performed by professional libra-



rians in the hands of non-professional department heads and the supporting clerical staff. This has enabled the library faculty to devote themselves to collection development, instruction of students in the effective use of library resources and collegial activities with faculty in other programs at the university. Evaluation by a university faculty committee and an accreditation visiting team have judged the experiment a success.

In essence, the reorganization plan for the library will be similar to the above, which is that of Sanganon State University library organization.

The College Library as of February, 1976, has an accession collection of 181,431 volumes, an increase of 19,061, or an 11 percent increase over 1974-1975.

Circulation statistics show an increase of 14 percent over 1974-1975, with a similar increase in reference questions answered and bibliographies completed. There was a decrease in interlibrary loans and bibliographic instructions to classes.

## RESEARCH, PLANNING AND EXTENSION

### Organizational Structure

The primary function and major responsibility of this office is to coordinate the 1890 outreach of the College. Institutional research and institutional relations receive a small part of the total time.

The Research component consists of institutional research which is sponsored by the Research Policies Council of the Faculty Senate. This effort is supported by \$25,000 per year; and its purpose is to research problems of the institution that will provide reliable data on which sound administrative decisions may be made concerning total operation of the College. The second but most important phase of the research effort is the Cooperative State Research Service — USDA which is supported at \$699,277 per year. The purpose of this program is to (1) develop research competence in the faculty, staff and students; (2) seek solutions to major problems of



limited resource families; and (3) add to the storehouse of knowledge.

The Extension component of the unit consists of three projects in (1) family living, (2) community resource development and (3) youth programs. At present the 1890 Extension program is operating in three counties: Georgetown, Hampton and Marlboro. During the 1976 fiscal year, this program is funded, through the Smith-Lever Act, at \$500,000 per year.

The purpose of this effort is to provide extension education to limited resource rural people in an effort to upgrade their quality of life.

### **Research Function**

The 1890 Research component is charged with the responsibility of seeking and managing research funds to support research here at the College. The office is held accountable for selecting and structuring research programs to canopy the varied project interest of principal researchers; and finding principal investigators to write proposals and research projects. We are further charged with the orderly progress of projects, publication of reports and accountability of research funds.

Reports for Cooperative State Research Service — USDA are prepared by this office and we attend district and national meetings that are sponsored by our fund grantor.

The 1890 Research program has a part-time coordinator, a part-time staff assistant, three secretaries, eleven principal investigators and seven co-investigators and technicians.

### **Extension Function**

The 1890 Extension of South Carolina State College, in cooperation with Clemson University and the ES-USDA, is charged with the responsibility of developing annual programs of work for low-income families in Marlboro, Georgetown and



Hampton counties. At present we have three extension projects.

1. **Family Living** concerns itself with upgrading the quality of life for all members of the family. It also addresses the problem of inter-family relations between husband and wife as well as parents and children. The family living project also teaches management skills, expanding the family food base and home beautification.
2. **Community Resource Development** encourages greater cooperation between low-income families in the pursuit of common goals. Communities are taught solid waste disposal; they are encouraged to register and vote for candidates who are sympathetic towards their cause; and they are given demonstrations on intergroup participation and cooperation on common community goals. They are encouraged to develop their economic and human resources by investing their time and energies into a planned pursuit of self-help.
3. **Youth Development** is designed to stimulate personal growth and development in both mental and physical behavior. Some 30 percent of all families in Chesterfield, Georgetown, Marlboro and Hampton counties are low-income families. The youngsters of these limited resource families comprise the youth groups with whom we work to help them help themselves.

#### **RESERVE OFFICERS' TRAINING CORPS**

##### **Departmental Organization and Personnel**

During the past year, Department of the Army has continued its positive response to this unit's personnel requirements. Two commissioned officers (Asst PMS) and two non-commissioned officers were assigned to replace a like number of losses during the reporting period. Again, the staffing objective set by the PMS continues to be met. However, additional assistance is still needed in administrative support (typist) in order to efficiently meet Department of the Army



and institutional demands in support of the six hundred plus cadets in the program.

The accomplishment of organization goals and objectives has been greatly enhanced as a result of internal reorganization of the department along functional areas. This organization affords direct accountability and fixed responsibilities at each supervisory level.

### **Cadet Organization and Training**

There were no major changes made in the organization of the Cadet Brigade. However, one noted first was the assignment of female cadets to command and staff positions within the brigade structure. Two female cadets were assigned brigade staff positions, one female was assigned as a battalion executive officer, and two female cadets were assigned company commander positions.

For the first time in history our camp attendees included females. Of the 89 women who successfully completed camp, seven were from the State College unit, including one female cross enrolled from Voorhees College. The performance and efforts of our females at advanced camp were especially noteworthy. These pioneers are to be commended for the outstanding manner in which they represented the college unit.

The administrative and military preparation of cadets for the 1975 Advanced Camp and the 1975 Ranger Camp was generally better than last year. The concept of placing all MS III and MS IV camp attendees into an "Advanced Training Company" during the second semester preceding camp proved to be sound. The special training programs and added physical and mental conditioning exercises greatly assisted our cadets in successfully meeting the advanced camp challenge.

### **Coed Program**

South Carolina State College was selected by the Secretary of the Army in 1972 as one of ten host institutions throughout the United States to participate in the pilot program for females in ROTC. For the first time, young ladies may enroll in ROTC, and upon completion of the four-year program re-



ceive a commission in the Women's Army Corps as Second Lieutenants. Young ladies enrolled in the program are eligible to compete for scholarships and participate in all activities and events sponsored by the Military Science Department at South Carolina State College. Coed cadets are not eligible for training beyond their normal physical strength or

Airborne Training

Ranger Training

Field Combat Training

The young ladies are not required to bear arms or participate in marksmanship training.

Two hundred fourteen coeds enrolled in the program for the first semester, school year 1975-76. One scholarship is currently in force for coed cadets.

## Personnel

The following persons make up the staff:

1. Lieutenant Colonel Burnis L. Hall, Jr.

Assigned 15 August 1972

2. Major Daniel McGhaney, Jr.

Assigned 25 August 1973

3. Major Howard H. Chun

Assigned 15 July 1973

4. Major Betty J. Harris

Assigned 13 November 1973

5. Major David D. Jones, Sr.

Assigned 5 June 1974

6. Captain Richard L. Martel

Assigned 10 June 1973

7. Captain Alphonso H. Pearson

Assigned 2 July 1973

8. Captain Reginal G. Clemmons

Assigned 23 August 1975



9. Captain Jesse Hamilton  
Assigned 13 August 1974
10. Captain Charles F. Williams  
Assigned 30 June 1974
11. Captain Frank W. Kelly  
Assigned 15 February 1975
12. Sergeant Major Joseph Canada  
Assigned 1 October 1975
13. Master Sergeant Willie Harris  
Assigned 18 September 1974
14. Sergeant First Class Tom V. Cunningham  
Assigned 24 June 1974
15. Sergeant First Class Larry E. Fulgenzi  
Assigned 28 June 1974
16. Sergeant First Class Ralph K. O'Neal  
Assigned 18 August 1975
17. Staff Sergeant Jerry L. Kirk  
Assigned 21 October 1974
18. Staff Sergeant Alfred V. Hazzard  
Assigned 25 October 1974
19. GS 7 (Mrs.) Joyce M. Williams  
Assigned 8 June 1959
20. GS 4 (Mrs.) Janet M. Stokes  
Assigned 16 October 1967

### Enrollment

The following figures indicate ROTC enrollment strengths for the current school year:

	MS I	MS II	MS III	MS IV	Total
First Semester .....	330	181	67	61	639*
Second Semester .....	321	187	70	53	631

The above enrollments are above last year's by 116 candidates for the first semester, and 97 cadets for the second semester. Included in the above figures are 214 young ladies for the first semester.

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\* Represents 137 cross-enrolled from Claflin and Voorhees



## APPENDIX 1

## Housing 1975 - 1976

FIRST SEMESTER	Females	Males
Living on Campus .....	1,177	850
Orangeburg Residents .....	170	103
Orangeburg Non-Residents .....	103	210
Commuters-Regular .....	20	37
Married Couples Living on Campus .....	18	18
Full-Time Graduate Students .....	52	80
Commuters Part-Time Graduates .....	200	100
<b>TOTAL</b> .....	<b>1,740</b>	<b>1,398</b>

SECOND SEMESTER	Females	Males
Living on Campus .....	1,177	850
Orangeburg Residents .....	186	121
Orangeburg Non-Residents .....	83	215
Commuters-Regular .....	35	35
Married Couples Living on Campus .....	21	21
Full-Time Graduate Students .....	86	96
Commuters Part-Time Graduates .....	334	185
<b>TOTAL</b> .....	<b>1,922</b>	<b>1,523</b>

Male Residential Halls	First Semester	Second Semester
Bethea Hall .....	384	384
Lowman Hall .....	125	125
Mays Hall #I .....	130	130
New Men's Residence Hall .....	144	144
South Campus .....	67	67
<b>TOTAL MALE</b>		
<b>OCCUPANTS</b> .....	<b>850</b>	<b>850</b>



Female Residential Halls	First Semester	Second Semester
Bradham Hall .....	128	128
Earle Hall .....	84	84
Manning Hall .....	125	125
Mays Hall #II .....	130	130
Miller Hall .....	68	68
Sojourner Truth Hall .....	432	432
South Campus .....	68	68
Williams Hall .....	142	142
<b>TOTAL FEMALE</b>		
<b>OCCUPANTS .....</b>	<b>1,177</b>	<b>1,177</b>

## APPENDIX II

### Financial Aid to Students

1975-76			1974-75		
No.	Amt.	Avg. Per	No.	Amt.	Avg. Per
Receiving	Rec'd	Student	Receiving	Rec'd	Student
2,774	\$2,827,265	\$1021	2200	\$2,000,000	\$909

Estimated Percentage breakdown of categories of family income:

Income Category	Per Cent
\$ 0 to \$ 2,999 .....	28
3,000 to 5,999 .....	24
6,000 to 7,499 .....	15
7,500 to 8,999 .....	9
9,000 to 11,999 .....	15
12,000 or more .....	9

The total amount of aid roughly breaks down as follows:

Loans .....	\$ 318,825
Jobs .....	485,055
Scholarships and Grants .....	1,923,385
Miscellaneous Off-Campus Aid .....	100,000



## STUDENT AID PROGRAMS

## Loans

	No. of Students	Amount
National Direct Student Loans .....	742	\$ 273,825
Federally Insured Loans .....	49	45,000

## Part-time Jobs

College Work-Study Program .....	618	304,255
Cafeteria Jobs .....	170	150,000

## Grants

Basic Educational Opportunity Grants .....	1500	1,343,583
Supplemental Educational Opportunity Grants .....	1032	401,900
Freshmen .....	352	137,750
Sophomores .....	258	92,600
Juniors .....	179	62,650
Seniors .....	243	108,900
Law Enforcement Grants* .....	1	525

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\* To provide an incentive for in-service law enforcement personnel to increase their competence through continuing education.



## APPENDIX III

## CAREER DEVELOPMENT CENTER

## FOLLOW UP CLASS 1975

	Number Students	Number Employed	Military	Grad. School	Unknown
<b>Department</b>					
*Business Administration..	84	51	12	7	15
Communications .....	14	11	0	4	0
Mathematics and Computer Science .....	13	6	1	4	2
Modern Languages .....	5	2	1	1	1
Natural Sciences .....	30	13	4	10	4
Social Sciences .....	51	25	4	9	13
Habilitative Sciences .....	28	15	1	9	4
Elementary Education ...	25	23	0	3	0
Health and Physical Education .....	16	9	1	1	5
Library Science .....	11	8	0	1	2
Music and Fine Arts .....	14	6	2	5	1
Psychology .....	24	7	2	8	7
Home Economics .....	18	12	1	5	0
**Industrial Education and Engineering Technology ..	24	10	9	1	4
TOTALS .....	357	198	38	68	58

Deceased

\*\*—1

\* 362

\* five of these graduates are working full time and attending graduate school



## APPENDIX IV

## BROOKS INFIRMARY

## Total of Services Rendered on Campus

I.	Census .....	18,778
1.	Admissions .....	76
2.	Bed Rest .....	488
3.	Out-patients .....	18,214
II.	Out-Patient Classified	
1.	College students .....	17,628
2.	Faculty and staff .....	205
3.	Felton students .....	156
4.	Maintenance employees .....	162
5.	Visitors .....	63
III.	Clinics	
1.	Dr. Childs — seen at the infirmary .....	2,749
2.	Dr. Childs — office .....	67
IV.	Physical examinations — (routine)	
1.	Admission to graduate school .....	11
2.	Basketball .....	33
3.	Football .....	150
4.	Fraternity activity .....	5
5.	Teacher's certificate .....	58
6.	Swimming class activities .....	70
7.	Track .....	9
8.	Wrestling .....	11
V.	Tests: During Orientation	
1.	Blood pressure screening .....	93
2.	Dental counseling .....	90
3.	Sickle Cell test .....	134



## Total of Services Rendered Off-Campus

I. Dental referrals .....	73
1. H. E. Caldwell, D.D.S. ....	11
2. R. Gordon, D.D.S. ....	20
3. W. F. Hickson, D.D.S. ....	42
II. Eye, Ear, Nose and Throat .....	20
1. W. L. Davis, Specialist .....	3
2. Gressette's Clinic, Specialist .....	15
3. Dr. Mixon and Dr. Mobley .....	2
III. Orangeburg Regional Hospital .....	
1. Emergency Room .....	56
2. Admission .....	10
3. X-ray .....	61
4. Laboratory test .....	2
IV. Orangeburg County Health Department .....	
1. Consultation (V. D.) .....	16
2. Family Planning .....	146
3. X-ray .....	6
V. Specialists .....	
1. Dr. Mole and Dr. Horger — Gyn .....	4
2. Dr. Ahearn — Surgical .....	14
3. Dr. Dukes — Surgical .....	11
4. Dr. Graziana — Surgical .....	33
VI. Urological Institute .....	9



## APPENDIX V

## OFFICE OF ADMISSIONS AND RECORDS

## OUT-OF-STATE UNDERGRADUATE STUDENTS

## FALL SEMESTER, 1975

	<u>Males</u>	<u>Females</u>	<u>Total</u>
Alabama .....	1	1	2
California .....		1	1
Colorado .....	1		1
Connecticut .....	4	3	7
Delaware .....	1		1
District of Columbia .....	6	2	8
Florida .....	36	12	48
Georgia .....	15	19	34
Illinois .....		1	1
Indiana .....	10	1	11
Iowa .....		1	1
Kansas .....	1		1
Maryland .....	4	3	7
Massachusetts .....		1	1
Michigan .....	8	2	10
Mississippi .....	1	1	2
New Jersey .....	6	2	8
New York .....	20	5	25
North Carolina .....	13	3	16
Ohio .....	4	1	5
Pennsylvania .....	7	5	12
Tennessee .....	1		1
Virginia .....	5	2	7
Sub-Total .....	<u>144</u>	<u>66</u>	<u>210</u>
International (Nigeria) ..	4		4
TOTAL .....	<u>148</u>	<u>66</u>	<u>214</u>



**OUT-OF-STATE STUDENTS**  
(UNDERGRADUATE AND GRADUATE)

**FALL SEMESTER, 1975**

	<u>Males</u>	<u>Females</u>	<u>Total</u>
Alabama .....	2	1	3
California .....		1	1
Colorado .....	1		1
Connecticut .....	4	3	7
Delaware .....	1		1
District of Columbia .....	6	2	8
Florida .....	36	12	48
Georgia .....	15	20	35
Illinois .....		1	1
Indiana .....	10	1	11
Iowa .....		1	1
Kansas .....	1		1
Maryland .....	4	3	7
Massachusetts .....		1	1
Michigan .....	8	2	10
Mississippi .....	1	1	2
New Jersey .....	6	2	8
New York .....	20	6	26
North Carolina .....	14	3	17
Ohio .....	4	1	5
Pennsylvania .....	7	5	12
Tennessee .....	1	1	2
Virginia .....	5	3	8
Sub-Total .....	<u>146</u>	<u>70</u>	<u>216</u>
International (Nigeria) ..	4		4
TOTAL .....	<u>150</u>	<u>70</u>	<u>220</u>



# UNDERGRADUATE ENROLLMENT BY COUNTIES

FALL, 1975

Abbeville	12
Aiken	62
Allendale	14
Anderson	42
Bamberg	34
Barnwell	32
Beaufort	47
Berkeley	55
Calhoun	41
Charleston	259
Cherokee	19
Chester	28
Chesterfield	26
Clarendon	49
Colleton	67
Darlington	48
Dillon	29
Dorchester	29
Edgefield	18
Florence	103
Georgetown	73
Greenville	89
Greenwood	31
Hampton	18
Horry	46
Jasper	8
Kershaw	34
Lancaster	36
Laurens	82
Lee	33
Lexington	22
McCormick	11
Marion	33
Marlboro	36
Newberry	21
Oconee	12
Orangeburg	538



Pickens .....	6
Richland .....	142
Saluda .....	9
Spartanburg .....	105
Sumter .....	140
Union .....	16
Williamsburg .....	80
York .....	48
<b>TOTAL .....</b>	<b>2,695</b>
Out-of-state .....	214
<b>GRAND TOTAL .....</b>	<b>2,909</b>

#### ENROLLMENT OF GRADUATE STUDENTS BY COUNTIES

##### SECOND SEMESTER 1975-1976

County	Male	Female	Total
Abbeville .....	0	0	0
Aiken .....	19	15	34
Allendale .....	3	6	9
Anderson .....	0	0	0
Bamberg .....	14	24	38
Barnwell .....	4	7	11
Beaufort .....	4	5	9
Berkeley .....	10	11	21
Calhoun .....	10	9	19
Charleston .....	16	31	47
Cherokee .....	0	0	0
Chester .....	1	0	1
Chesterfield .....	1	0	1
Clarendon .....	1	2	3
Colleton .....	8	7	15
Darlington .....	6	5	11
Dillon .....	0	0	0
Dorchester .....	10	6	16
Edgefield .....	0	3	3
Fairfield .....	1	0	1



County	Male	Female	Total
Florence .....	3	10	13
Georgetown .....	7	10	17
Greenville .....	1	2	3
Greenwood .....	5	0	5
Hampton .....	4	2	6
Horry .....	0	2	2
Jasper .....	3	15	18
Kershaw .....	3	1	4
Lancaster .....	0	0	0
Laurens .....	0	0	0
Lee .....	0	2	2
Lexington .....	5	3	8
McCormick .....	0	0	0
Marion .....	2	2	4
Marlboro .....	3	0	3
Newberry .....	0	1	1
Oconee .....	0	0	0
Orangeburg .....	93	213	306
Pickens .....	0	0	0
Richland .....	15	19	34
Saluda .....	0	0	0
Spartanburg .....	2	5	7
Sumter .....	3	6	9
Union .....	4	0	4
Williamsburg .....	12	12	24
York .....	0	0	0
Out-of-State .....	3	2	5
Totals .....	276	438	714



TABLE I

## ENROLLMENT OF GRADUATE STUDENTS BY FIELDS

First Semester 1975-1976

Field	Male	Female	Total
Biology .....	11	13	24
Business Education .....	4	15	19
Chemistry .....	2	0	2
Elementary Education ....	9	56	65
English .....	3	12	15
Guidance .....	66	73	139
Home Economics .....	0	29	29
Industrial Education .....	11	1	12
Mathematics .....	6	9	15
Science .....	4	1	5
Social Science .....	11	11	22
Special Education .....	8	42	50
Speech Pathology .....	3	31	34
Vocational Rehabilitation	40	18	58
Special .....	54	46	100
ETV Courses .....	7	21	28
Totals .....	239	378	617
Whites: Males.....	49	Females	73
Other: Males.....	2	Females	2
Blacks: Males.....	188	Females	303

\*Three others have been counted on-campus.



TABLE II

## ENROLLMENT OF GRADUATE STUDENTS BY FIELDS

Second Semester 1975-1976

Field	Male	Female	Total
Biology .....	11	10	21
Business Education .....	3	15	18
Chemistry .....	3	0	3
Elementary Education ....	8	52	60
English .....	4	18	22
Guidance .....	84	69	153
Home Economics .....	0	16	16
Industrial Education .....	9	1	10
Mathematics .....	8	9	17
Science .....	2	0	2
Social Science .....	8	6	14
Special Education .....	10	44	54
Speech Pathology .....	3	37	40
Vocational Rehabilitation	40	20	60
Special .....	70	102	172
Georgetown Adult Education .....	0	7	7 (*10)
Ridgeland Adult Education .....	8	6	14
ETV .....	5	26	31
Totals .....	276	438	714
Full-Time .....	104	85	189
Blacks .....	215	353	568
Whites .....	59	82	141
Other .....	2	3	5

\*Three others have been counted on-campus.



**ENROLLMENT BY CLASSES FIRST SEMESTER 1975-1976**

<u>Class</u>	<u>Males</u>	<u>Females</u>	<u>Totals</u>
Seniors .....	236	303	539
Juniors .....	195	303	498
Sophomores .....	254	314	568
Freshmen (New) .....	329	415	744
Advanced Freshmen .....	123	118	241
Transfers .....	41	36	77
Transients .....	3	1	4
Specials .....	32	133	165
Evening School .....	27	46	73
<hr/>			
Sub-Total .....	1,240	1,669	2,909
Graduate School .....	239	378	617
<hr/>			
Sub-Total .....	1,479	2,047	3,526
Felton Laboratory and Nursery School ....	238	220	458
<hr/>			
GRAND TOTAL .....	1,717	2,267	3,984

**ENROLLMENT BY CLASSES SECOND SEMESTER 1975-1976**

	<u>Males</u>	<u>Females</u>	<u>Totals</u>
Seniors .....	229	321	550
Juniors .....	237	308	545
Sophomores .....	307	345	652
Freshmen .....	350	455	805
Transfers .....	16	11	27
Transients .....	2		2
Specials .....	78	128	216
Evening School .....	28	60	88
<hr/>			
Sub-Total .....	1,247	1,628	2,875
Graduate School .....	276	438	714
<hr/>			
Sub-Total .....	1,523	2,066	3,589
Felton Laboratory School and Pre-School .....	244	216	460
<hr/>			
GRAND TOTAL .....	1,767	2,282	4,049



## COMPARISON OF ENROLLMENT FOR FIRST SEMESTERS

Class	1975	1974	% Increase + % Decrease —
Seniors .....	539	416	+ 29.57
Juniors .....	498	467	+ 6.64
Sophomores .....	568	503	+ 12.92
Freshmen .....	744	644	+ 15.53
Advanced Freshmen .....	241	208	+ 18.27
Transfers .....	77	67	+ 1.49
Specials & Unclassified ..	242	244	— .01
Sub-Total .....	2,909	2,549	+ 12.37
Graduate School .....	617	491	+ 25.66
Sub-Total .....	3,526	3,040	+ 13.78
Felton Laboratory and Pre-School .....	458	451	+ 1.55
Total .....	3,984	3,491	+ 14.12

## FIRST SEMESTER ENROLLMENT FOR PAST FIVE YEARS

	1975	1974	1973	1972	1971
Senior Class .....	539	416	431	415	393
Junior Class .....	498	467	375	380	368
Sophomore Class .....	568	503	543	438	416
Freshman Class .....	985	852	736	621	558
Unclassified & Special .....	319	311	322	283	145
Sub-Total .....	2,909	2,549	2,407	2,137	1,880
Graduate School .....	617	491	502	503	503
Sub-Total .....	3,526	3,040	2,909	2,640	2,383
Felton Laboratory & Nursery School .....	458	451	402	410	379
Grand Total .....	3,984	3,491	3,311	3,050	2,762



## TOTAL FALL REGISTRATION

1973-1975

	<u>1975</u>	<u>1974</u>	<u>1973</u>
Total Undergraduates	2,909	2,549	2,407
Out-of-State .....	214 ( 7.40%)	135 ( 5.30%)	159 ( 6.61%)
In-State .....	2,695 (92.60%)	2,414 (94.70%)	2,248 (93.39%)
Total Graduates .....	<u>617</u>	<u>491</u>	<u>502</u>
Total Undergraduates and Graduates .....	3,526	3,040	2,909
Total Out-of-State ..	220 ( 6.20%)	143 ( 4.70%)	170 ( 5.84%)
Total In-State .....	3,306 (93.80%)	2,897 (95.30%)	2,739 (94.16%)